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INTELLECTUALIZATION OF EDUCATION AS A PRIORITY OF THE STATE DEVELOPMENT

Abstract

The paper considers particulars of intellectualization of education as one of the state's important tasks. Basic features of the given process at the current stage of the development are highlighted. Ways of enhancing the participants' interest in education are proposed and the relating conclusions are made. Recommendations for carrying out an effective state policy in the development of education are given.

Keywords: education, educational system, intellectualization, academic initiative, state policy

Introduction

An educational system is an intellectual basis for the development of any state. It not only makes us strive for the acquisition of knowledge needed at this or that stage, but also forms competencies necessary for further improvement of the existing professional experience and its adaptation to the demands of science and technology progress. Intellectualization of education today means both the increase of an individual's activity and the creation of conditions for raising the educational level of the society as a whole on the basis of interest of each of us in the process of learning and assimilation of the new as well as the increase of academic initiative. Currently a growing gap between the market needs and professional skills is clearly distinct; knowledge grows old quickly which leads to the rapid aging of knowledge. It is also important to take into consideration the fact that during the past decades the system of generating and transferring knowledge has greatly changed, and the volume of the knowledge has multiplied. According to the estimates 5% of theoretical and 20% of professional knowledge are updated annually. Under these conditions updating of knowledge and skills, training and retraining become the main factors that increase the competitiveness of an individual, organization, and nation.

Strategies of the Society's Intellectualization

As the experience shows, the strategy of the intellectualization of activities in economically developed countries is an element of the state policy and is carried out in three ways:

- creative work is stated as the content of activity of the highest professional level employees;
- in occupations that on the whole are characterized by a semi-model activity type, elements of creativity are established (25%-35% of all the employed);
- among workers of average and low skills, unskilled, physically not hard repetition work is minimized (in industrially developed countries this group makes from 20% to 30% of the total number of the employed).

UNESCO experts distinguish three significant components in the world processes of the development of higher education: the number of students grew in the last forty years of the 20th century; education has become open and variable through the development of telecommunication facilities; the state expenses on higher education have essentially grown in all the countries in the past twenty years.

Factors of Intellectualization of Education

The need for intellectualization of education is determined by the following factors:

- the role of education in the development of the Russian society;
- conformity of the Russian education with the world market trends;
- new social demands to the system of Russian education.

First, this is a need to create another quality of economy and society. Intellectualization of education aims to harmonize it with the world economy demands. The individual possessing diverse knowledge solves complicated problems better.

Second, this is a number of measures aimed at overcoming the actual lagging of Russia behind the world's trends in economic and social development:

- increase of the significance of the human capital (in the developed countries it is 70-80% of the national wealth); this cannot be done without an intensive anticipatory development of education;
- reduction of the low-skilled labour;
- constant demand for advanced training and retraining of employees, for increasing their professional mobility due to deep structural changes in the employment sector;
- greater possibilities for a political and social choice, which require that individuals have higher level of readiness for this choice; a wider scope of intercultural interaction;
- transition to an information society makes tolerance and sociability very important;
- the number of global problems that can be solved only by the cooperation of the entire world community has increased; this demands that the young generation have new, modern thinking.

Third, the task is to form educated, noble, well-informed, creative, enterprising people able to take responsible decisions in the situations of choice, predicting possible consequences, who are also capable of cooperation, being mobile, dynamic, constructive, possessing a developed feeling of responsibility for the destiny of the country.

Economic development requires that the quality of professional training should be improved. Education has a strategic priority over all spheres of the state's activity. Educational system literally forms a personality, a way of life; it plays a decisive part in the formation of a new generation of professionals. The economic crisis has shown a low level of competence of a big part of Russian companies' personnel.

The problem is not that there is lack of some skills, but that the intellectual and psychological preparation of employees is weak in general. For rather a long time

erudition was not welcomed, the preference was given to narrowly focused specialists who were free from ‘outside’ knowledge, the propensity of employees to widen their horizon was not approved. The poor and unsystematic training of personnel led to the decrease of their ability to think creatively. Under the new economic conditions the decline of the intellectual level of employees may give rise to serious problems both for enterprises and for the state.

Fundamentals of the Development of a Learning Society

It is impossible to arouse interest in cognitive activity without diverse methods and techniques of teaching. Motivated attitude to learning and adaptation of the acquired knowledge and skills to practical habits and the needed professional competencies can be achieved mainly in two ways / approaches:

1. the information-developing one which implies that the learning participants’ activity is increased by their involvement in creative activity during learning;
2. the problem-searching one which implies that the learners’ self-orientation is increased in the process of learning by encouraging them to search information and to try to find a non-standard solution of quite definite problems.

At the current stage of its development intellectualization of education, as the priority in the development of the state, has three main features: continuing character of education as a constant process of perfection of the accumulated knowledge, skills and habits; individualization of education as the increase of the individual’s orientation in seeking to raise the level of education of themselves and of the society as a whole and technological basis of education in the light of great demands made on professionals’ development level in the conditions of highly dynamic environment. This approach implies harmonization both of the needs and interests in defining goals and tasks of teaching and of responsibility for the educational process itself.

Lifelong learning widely used in the West has not become common among Russian professionals. This is due to a number of reasons: they are not ready for constant learning; because they are indefinite in the choice of a learning situation: they are uncertain as to what to learn, how to learn and where to learn; because the standards of practical application of knowledge, skills and habits developed on the basis of one’s own and other people’s experience, and the competencies developed on this ground are dual; because the main teaching strategies are diverse, each of them being a rational, well thought-out approach focused on priority teaching goals.

A way out of this situation is to increase innovation in the learning process which is the aim of the third generation national educational standards. These are raising the level of students' creative abilities and elimination of blind and passive acceptance of the existing knowledge, along with the increased use of the full potential of the individual (Blinov, Rudakova, 2013).

According to the current model of education each individual is given an opportunity at any time to update their knowledge, improve their skills or be retrained. University graduates, apart from the knowledge gained in their narrow specialization, should develop their learning abilities from their student days throughout their professional lives, they should also develop their communicative

skills, adaptation abilities, skills of self-perfection, of interpersonal interaction, organizational and group efficiency and other qualities.

In order to improve the quality of training of the workforce it is necessary to improve the quality of basic and additional training. Unfortunately, additional education, even the best one, cannot replace the educational base.

The current model also implies that innovative behaviour and competencies demanded today are developed already in basic education with an accent on a mass scale of creative competencies and mass readiness for retraining. In order to create a competitive professional it is required that the contents and technologies of training at all levels of basic education are renovated. This involves implementation of flexible individual educational programs.

Innovative educational programs must imply application of new educational technologies, introduction of progressive forms of organizing the educational process and of active teaching methods.

Modern business relies on creativity and on the improvement of the workforce/human resources. Thus from the experience of the U.S. firms it follows that every 35 thousand dollars invested in education make a profit of 1 million dollars.

The ultimate goal of using new technologies in the educational process is to create conditions for the establishment and development of the individual who has necessary professional skills, ability for cultural and business communication, is able to think critically of problems, make decisions from a number of alternatives on the basis of creative research, develop creative thinking. The so-called learning-by-doing (case studies, role play, project assignments, situational problems) allows students to take an internship in a business environment, and employees – to improve their skills.

Activation of learning and cognitive activity of students is understood as the teacher's purposeful activity aimed at the development and use of such techniques, forms, content and learning tools that increase independence, creative activity and interest of students in the assimilation of knowledge and development of abilities, skills, their practical application; as well as the development of the ability to predict a situation and take independent decisions.

Cognitive interest is the leading factor in activating students. Professional interest implies the use of methods or forms of classes that simulate or reproduce professional activities of learners.

Active learning is characterized by a sufficiently long involvement in the learning process, independent creative development of solutions, high degree of motivation and emotionality, constant interaction of learners and teachers through direct and feedback connections. It should be emphasized that such learning is characterized by forced activation of thinking – the student must be active regardless of whether he/she wants it or not.

A self-oriented student must have complete control over the process of acquiring knowledge under the guidance of a teacher.

Along with the changing role of the student the teacher's role is changing too – today he/she is no longer a translator but a manager of the learning process. There is a sharp expansion of his/her professional capacity to act as a consultant, direct and evaluate independent activities of students. A new image of a teacher is being

formed: he/she is a researcher, educator, consultant, project manager. The teacher's ability to facilitate the student's search begins to be appreciated. Those who will be teaching must themselves learn a lot.

This generates the need for a new model of teacher-student relationship – a partnership model in mastering and using the knowledge gained.

The ability of teachers to communicate and motivate students to learn, using new educational technologies is becoming the most demanded. Now the problem of teaching modern methods to teachers is most acute. It is often a psychological problem. The fact is that unlike young teachers, not all professors and doctors have mastered the advanced technologies. There is a psychological barrier: 'young boys' teach 'the old'.

In order to train students to a lifelong knowledge acquisition (if they want to achieve professional heights), those involved in the training of professionals, must think about how to make students more responsible for their own learning. But one should not insist that students take full responsibility.

Partnership in education is rather a philosophical category, than a set of specific teaching methods. Neither a set of instructions, nor a guide for the teacher, nor a student workbook will be of any help. Instead, both teachers and students will have to reconsider their roles.

To make learning more self-oriented, students should develop the following skills: goal setting, planning, analysing, the ability for adequate assessment. In addition, a set of qualities is needed so that the planned things will not be useless for learning, such as capacity for reflection, ability to establish cause and effect relationships between events and ideas that once seemed unrelated and independent of one another.

Building a model of partnership in training leads to the conclusion that, in practice, it is partnership in learning that the self-oriented learning comes down to. An ability to learn together with others and by the experience of others – by observation and by gaining experience (both of which can be preplanned or not) within the traditional teaching and outside of it – is extremely necessary in today's rapidly changing world. Teachers should not only strive to be effective partners of students in the learning process, but also help them to develop the ability to cooperate, and carry the desire to be a partner in learning through their life.

Graduates should be given precisely the knowledge and skills which will be in the highest demand at each stage of economic development. Only in this case it will be possible to increase the efficiency of investment into education. The content of education and professional retraining should meet the ever changing demands of the labor market. Such is the strategic importance of education for the Russian state.

Insufficiently considered policies in the field of education can cause an irreparable blow to the country's development. Thus, a lot of experts believe that the test character of USE (a Unified State Examination) will finally refocus the educational system from providing knowledge and skills of independent learning to memorization of 'correct answers'. Computer-based testing introduced in higher educational institutions leads to the same result. However, it should be noted that it is impossible to abolish completely the traditional teaching methods. The student-oriented approach to training must complement the existing approaches, but not replace them.

A significant part of the cost of education in Russia is paid by the state budget through which programs for specialist training are mainly implemented in accordance with the state educational standards.

Within the limits of the state standard, professionals should have the same amount of knowledge. On the one hand, this unifies training of professionals and creates a unified field for the competition of universities. But on the other hand, training professionals under uniform standards does not allow taking full account of the demands of a particular business. Despite the fact that within the standards there is a regional and higher education institution component, for which a certain number of hours is set aside (about 20% of the time), and which are at the discretion of an educational institution, this is not enough to accommodate the needs of industries and regions.

Now there is a need to create an effective mechanism of partnership between the state, science and business in the field of education. New approaches to funding higher education should be based on the diversification of sources, which is understood as a process of joint investment into education by private business and the state in accordance with the benefits they receive from these investments; and also on the development of new financing instruments, i.e. ways to transfer funds from investors to higher education institutions.

Investing into education is not only an important way to enhance the country's human capital and improve economic growth prospects. It also has its own value since education broadens the mind of people, giving them an opportunity for self-realization and promotes their material well-being and healthy lifestyles. Therefore, data on the level of literacy and education are among the most important indicators of the quality of life in the country. The purpose of education is the acquisition and assimilation of information that provides additional resources for improving the living potential. It can be argued that public spending on education is not a fiscal burden, but the investment in people who are the basis for the formation of a new economy.

If we fail to make an educational breakthrough, we may experience a new kind of unemployment – impossibility to provide jobs for uneducated, untrained, unskilled, and therefore not capable of creative work Human Resources because they will be displaced by cheaper automation means.

Continuing education is one of the characteristics of a new model of education. An opportunity must be provided to learn and relearn lifelong, to master educational modules that are needed at a particular stage of professional career.

In the ever-changing conditions of life, no one can know absolutely everything; it is necessary to form a learning society that will ensure the existence of the 'knowledge' economy. Knowledge enables its holders to organize both their lives and that of the society in the best way, taking responsibility for every step of their activity. Education in this regard is a necessary, essence characteristic of a person since an uneducated individual becomes just socially dangerous. Systematic averaging and neglecting competence leads to irresponsibility, wrong decision making, and as a result, to the loss of competitiveness and to the threat to state security.

Conclusion

Under modern conditions it is very important to develop an ability to recognize in any experience gained a potential for growth. After all, learning is a fascinating process, which forms a set of competencies: to analyze facts and details in identifying various options for possible solutions and assess the prospects of these possibilities; to objectively weigh the consequences of each option; as well as to analyze the degree to which these options influence the process of achieving the learning goal and the capacity for adequate activity.

Thus, today, in a rapidly changing world the major challenge for the entire national education system is the realization of the ability to learn with others and from others' experience by analyzing observations and gaining one's own experience on the basis of the ability to cooperate, supported by an unquenchable aspiration to carry the desire to learn through life.

References

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